

Plano Independent School District

Plano West Senior High School

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

The mission of Plano West Senior High School is to prepare students to strive for excellence and contribute with compassion and integrity to a diverse society.

Vision

We Believe...

- education is a dynamic, not a static process which prepares students to be life-long learners.
- success in education is based on a cooperative effort among students, staff, parents, and community.
- all students can achieve success.
- students need critical thinking skills to be successful in today's changing global environment.
- knowledge provides an awareness of our multi-cultural society and contributes to an appreciation of human worth and dignity.
- the strength of the instructional program provides each student with an opportunity to excel academically as well as intellectually.
- strong morals, values, and character provide the foundation for productive citizens.
- that a safe, caring, and nurturing environment is essential to the learning process.
- excellence is the standard in instruction and leadership.
- everyone has an obligation to contribute to the school.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2019

Demographics

Demographics Strengths

Plano West's CTE enrollment on the campus is high with 77% of students enrolled in one or more courses. The percentage of male staff at Plano West is higher than the district and state percentage. 40% of Plano West's staff is male, in comparison to 19% for the District and 24% for the state.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ethnicity of the staff at PWSH does not reflect the ethnic diversity of the student population.

Student Academic Achievement

Student Academic Achievement Strengths

98% of all students met the approaches standard or above, 93% met the meets standard or above, and 75% met the masters standard on the 2019 Spring U.S. History EOC. For the 2018-19 school year, Plano West received Distinction Designations from the Texas Education Agency in English Language Arts, Mathematics, Science, Social Studies, and Postsecondary Readiness. Additionally, 97% of all students in the Class of 2018 graduated in 4 years.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Campus semester failure rate data for the 2018-2019 school year indicates that the percentage of economically disadvantaged students who did not pass their courses was disproportionate in relation to the overall student population. Campus semester failure rate data indicates 35% of all students who failed one or more courses per semester are economically disadvantaged even though the overall economically disadvantaged population at Plano West was 17%. **Root Cause:** Mobility of students, limited English proficiency, tutorial attendance, lack of motivation, outside demands of student's time, lack of transportation for tutorials before and after school, attendance

School Processes & Programs

School Processes & Programs Strengths

During the 2018-19 school year, 1,223 PWSH students earned college credit by either taking one or more of the 28 AP courses offered and/or one or more of the 8 dual credit courses offered through our affiliation with Collin College as well as our embedded staff members. PWSH has an effective 504 process to assist students with their individual needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus Professional Development needs to be offered on campus at a common time when each department can learn together to focus on the 5 critical questions of the Collaborative Team Framework. **Root Cause:** The 0-7 Senior High master schedule; lack of a common conference period for each department due to the size of each department; before and after school athletics/extra-curricular program responsibilities of staff

Perceptions

Perceptions Strengths

The data collected from the staff responses to the High Reliability School's Level One survey as well as the Control Environment survey indicate that the majority of staff perceive the school environment is safe and orderly and feel the campus operates ethically. Additionally, the responses to a student safety survey administered in the Spring of 2019 indicate the majority of students feel safe in all places at all times in school and understand what they are supposed to do during school drills and emergencies.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based upon the HRS Level 2 Survey data from the Spring 2019, there is not a common understanding around a school-wide model of instruction. **Root Cause:** At the time of the survey, PISD had not begun its Level 2 HRS work and did not have a District model of instruction; lack of a campus system for discussing instructional practices

Priority Problem Statements

Problem Statement 1: Campus semester failure rate data for the 2018-2019 school year indicates that the percentage of economically disadvantaged students who did not pass their courses was disproportionate in relation to the overall student population. Campus semester failure rate data indicates 35% of all students who failed one or more courses per semester are economically disadvantaged even though the overall economically disadvantaged population at Plano West was 17%.

Root Cause 1: Mobility of students, limited English proficiency, tutorial attendance, lack of motivation, outside demands of student's time, lack of transportation for tutorials before and after school, attendance

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Based upon the HRS Level 2 Survey data from the Spring 2019, there is not a common understanding around a school-wide model of instruction.

Root Cause 2: At the time of the survey, PISD had not begun its Level 2 HRS work and did not have a District model of instruction; lack of a campus system for discussing instructional practices

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals




Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.













Performance Objective 1: To increase the overall STAAR performance, PWSH will increase the approaching rate by 5 %, meets rate by 6%, and masters rate by 7% over the next 3 years; Plano West Senior High School will reduce the percentage of economically disadvantaged students failing one or more courses per semester by 10 percentage points

Evaluation Data Source(s) 1: The information will come from the TEA accountability ratings reports and the results of semester failure reports generated by our student records department.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Revisit current objective and continue working on them as we were making progress on them.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus leadership will partner with the PISD multilingual department to plan campus professional learning to train teachers on effective instructional practices for supporting English language learners.	Campus Leadership Team	Lesson plans will include instructional practices for working with ELL strategies.			
		Collaborative team agendas will include time to reflect on what strategies are proving effective in working with ELL's. (PLC process question #5). Teachers will increase their instructional competence in working with ELL students.			
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) Collaborative teams will analyze data, including formative and summative assessment results, 3 and 6 week progress reports, 9 week results, and semester grades, regularly and routinely during team meetings to determine evidence of learning and answer the question, "How will we respond when students do not learn?" in order to identify the growth areas for both teachers and students.	Campus Leadership Team	Teachers will be able to identify the students who have not mastered concepts and provide interventions as determined by the team.			
	Problem Statements: Student Academic Achievement 1				
3) Campus leaders will train the staff on how to access and interpret the data available in Edugence.	Campus Leadership Team	Using Edugence data will allow teachers to analyze historical data to determine the strengths and needs of students in order to differentiate instruction.			
	Problem Statements: Student Academic Achievement 1				
4) The majority of campus professional learning will focus on the critical questions in the "Collaborative Team Framework".	Campus Leadership Team	This will allow time for a deeper understanding and analysis of the impact of instructional methods and strategies on student learning.			
	Problem Statements: Student Academic Achievement 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Campus semester failure rate data for the 2018-2019 school year indicates that the percentage of economically disadvantaged students who did not pass their courses was disproportionate in relation to the overall student population. Campus semester failure rate data indicates 35% of all students who failed one or more courses per semester are economically disadvantaged even though the overall economically disadvantaged population at Plano West was 17%. Root Cause 1: Mobility of students, limited English proficiency, tutorial attendance, lack of motivation, outside demands of student's time, lack of transportation for tutorials before and after school, attendance




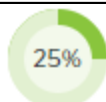
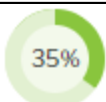
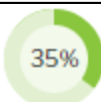
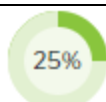

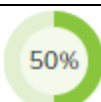
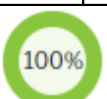
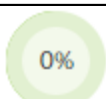

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: PWSH will increase the CCMR rate from 85% to 90% over the next three years (letter grade increase from 96 to 98) by developing an instructional snapshot to ensure effective teaching in every classroom.

Evaluation Data Source(s) 2: Spring 2020 HRS Level 2 survey data; completed instructional snapshot

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Revisit this objective as we have made progress towards this objective by hiring additional staff in CTE.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The campus leadership team will study the elements of PISD's model of instruction and determine which elements/strategies to incorporate into the PWSH instructional snapshot.	Campus Leadership Team	It will establish a common language for instruction and serve as a guide and vision for the instructional practices that will help every student learn.			
	Problem Statements: Perceptions 1				
2) Each department will create an instructional-snapshot document that identifies what should be seen and heard almost daily during class, what might be seen and heard daily, and what should never be seen and heard in a classroom daily.	Campus Leadership Team	Teachers collaboratively establish the expectations for classroom instruction within their department according to student needs/data analysis.			
	Problem Statements: Perceptions 1				
3) Each department will develop a walk through form based on their instructional-snapshot in order for them to receive feedback from whomever visits their class.	Campus Leadership Team	Teachers will receive immediate feedback on the instructional practices that they identified as a department, which will allow them to reflect on the impact these instructional practices are having on student achievement.			
	Problem Statements: Perceptions 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Based upon the HRS Level 2 Survey data from the Spring 2019, there is not a common understanding around a school-wide model of instruction. Root Cause 1: At the time of the survey, PISD had not begun its Level 2 HRS work and did not have a District model of instruction; lack of a campus system for discussing instructional practices

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC 2019-2020

Committee Role	Name	Position
Administrator	Janis Williams	Plano West Principal
Administrator	Todd Williams	Associate Principal for Curriculum and Instruction
Administrator	Randy Hayes	Associate Principal for Student Activities
Administrator	Michael Cruz	Assistant Principal: ROBI-Z
Administrator	Lisa Carrigan	Assistant Principal: ER-LEF
Administrator	Ammon Talbot	Assistant Principal: A-EQ
Administrator	Karin Ball	Assistant Principal: LEG-ROBE
District-level Professional	Ashley Helms	Executive Director Secondary Academic Services
Classroom Teacher	Megan Adams	Teacher - AVID
Classroom Teacher	David Carroll	Teacher - Science
Classroom Teacher	Elizondo Becky	Teacher - LOTE
Classroom Teacher	Brian Fitzgerald	Teacher - CTE
Classroom Teacher	Alan Greider	Teacher - Math
Classroom Teacher	Ted Kincaid	Teacher - Fine Arts
Classroom Teacher	Barbara Nelson	Teacher - ESL
Classroom Teacher	Olivia Tanksley	Teacher - English
Classroom Teacher	Melissa Wegleitner	Teacher - Social Studies
Non-classroom Professional	Kathy Horn	Department Chair - Special Education
Non-classroom Professional	Rosolayn Johnson	Academic Support Specialist: Joi-Z
Non-classroom Professional	Chris Ostertag	Academic Support Specialist: A-Joh
Non-classroom Professional	MaryBeth Randecker	Director of Guidance
Paraprofessional	Sherrie Gardner	Secretary to Associate Principal for Curriculum & Instruction

Committee Role	Name	Position
Community Representative	Wendi Klatsky	Community Representative
Community Representative	Andrea Rosenfield	Community Representative
Business Representative	Larry Harper	Business Representative
Business Representative	Linda Leavell	Business Representative
Parent	Tracy Cook	Parent
Parent	Alison Grzyb	Parent
Parent	Donna Huaman-Castillo	Parent
Parent	Alex Johnson	Parent
Parent	Susan Lorimer	Parent
Parent	Linda Poole	Parent
Parent	Joy Duke	Parent
Parent	Rhonda Snyder	Parent
Parent	Rose Taper	Parent
Student	Brooke Adams	Student
Student	Andrew Colvert	Student
Student	Madison Hein	Student
Student	Ethan Liebnick	Student

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	